



## Overview of Ready Schools in Indiana



In 2004, Indiana was one of six states awarded an Annie E. Casey Foundation grant for the *Ready to Learn, Ready School Initiative*. This project is designed to smooth the transition from home, preschool or childcare setting, into kindergarten and to build relationships between the school, the family and community.

School readiness "is not what children need to know or be able to do when they get to school, but what schools need to do to meet the social and educational needs of the children who walk through their doors."

(-Deborah Stipek, 2001)<sup>1</sup>

### Ten Keys to a Ready School

There are ten key principles according to the NEGP (National Educational Goals Panel) that communities can take into account as they prepare schools to receive their children. They are:

1. Ready schools smooth the transition between home and school.
2. Ready schools strive for continuity between early care and education programs and elementary schools.
3. Ready schools help children learn and make sense of their complex and exciting world.
4. Ready schools are committed to the success of every child.
5. Ready schools are committed to the success of every teacher and every adult who interacts with children during the school day.
6. Ready schools introduce or expand approaches that have been shown to raise achievement.
7. Ready schools are learning organizations that alter practices and programs if they do not benefit children.
8. Ready schools serve children in communities.
9. Ready schools take responsibility for results.
10. Ready schools have strong leadership.<sup>2</sup>

<sup>1</sup> Stipek, D. J. (2001). Pathways to Constructive Lives: The Importance of Early School Success. In, A. C. Bohart & D. J. Stipek (Eds.), *Constructive and Destructive Behavior: Implications for Family, School, and Society*. Washington, DC: American Psychological Association

<sup>2</sup> National Goals Panel. *Ready Schools*. Washington, D.C., 1998